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ABSTRACT

An evaluation of the 4 x 4 block schedule in effect at Cleveland High School and East Side High School, both in the Cleveland, Mississippi School District was conducted during the 2001 spring semester at the request of the associate superintendent of the school district. Multiple sources of data were identified, and data were collected during the spring 2001 semester. These included archival records on student attendance, dropouts and grades, informal classroom observations, and survey results from 3 administrators, 15 teachers, and 90 students. Grade distributions did not appear to change significantly with the block schedule. The majority of the stakeholders involved in this evaluation favor the block scheduling practice and desire to see it continue. Teachers and administrators generally agreed that the block schedule allows time to cover the curriculum, but there was concern about the scope of the curriculum covered. Administrators thought there were fewer discipline problems with the block schedule, and the absentee rate appeared to have dropped. Findings suggest that dropout rates have decreased to some extent since block scheduling began in 1997-1998. Five appendixes contain detailed information on survey results, grade distributions, suspensions, attendance, and dropouts. (Contains 8 figures and 6 tables.) (SLD)

An Evaluation of the Block Schedule in Two High Schools

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Presented at:
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EVALUATION OF THE BLOCK SCHEDULE

Cleveland High School, East Side High School
Cleveland School District
Cleveland, Mississippi

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INTRODUCTION

An evaluation of the block schedule in effect at Cleveland High School and East Side High School (Cleveland School District) was conducted during the 2001 spring semester at the request of Dr. Jerry Kitchings, Associate Superintendent of Cleveland School District. A preliminary meeting with Dr. Kitchings led to the formulation of clusters of questions related to the effects of the 4 X 4 block schedule that was instituted at these schools during the 1997-98 school year. The questions are derived from the rationale provided for moving to a block format in scheduling.

1) Is instruction being offered that provides stuents with indepth study of the content? Are teachers employing student-centered strategies and acting as facilitators of learning? Is this reflected in student outcomes (products/grades)?

2) How do teachers feel about block scheduling with respect to student learning and behavior? How do students feel about block scheduling with respect to their learning?

3) Have the number and kinds of discipline problems changed in classes as a result of block scheduling and related changes in instruction?

4) Has the absentee rate changed as a result of block scheduilng and related changes in instruction? Has there been a change in the dropout rate since block scheduling was put into effect?

The evaluation process was organized through the Delta Area Association for Improvement of Schools, Dr. James W. Nicholson, Jr., Director. Serving as consultant to the study was Leslie Griffin, Ed.D., Coordinator of Elementary Education at Delta State University. In addition to Dr. Kitchings, Mr. Roy Jacks, Principal of Cleveland High School, and Mr. Henry Phillips, Principal of East Side High School, consulted on the project.

The nature of the questions being addressed through the study required that data be collected on a number of variables. Quantitative data ranging from grade distributions to dropout rates were analyzed to answer selected questions. Qualitative data (i.e., surveys, observation records) were used to assess classroom practices and attitudes toward block scheduling and associated practices.

Methodology and Data Sources

Multiple sources of data were identified and collected during the 2001 spring semester in order to answer questions pertaining to the effects of block scheduling at Cleveland High School and East Side High School. Though the schools are both within the Cleveland School District and share similar missions, they are separate entities. Therefore, data for the two schools were kept separate and findings are reported independently.

The 4 X 4 block schedule was implemented at these schools during the 1997 fall semester. Where possible, data were collected for the three years prior to implementation of the block schedule through the 2000-2001 school year in order to ascertain trends.

Archival data. Archival records provided data for comparisons of grade distributions, attendance records, numbers of dropouts and in- and out-of-school suspensions. Grade distributions were compared from two points in time – the 1996-97 school year, when a traditional 7-period schedule was used, and the 2000-01 school year, the first school year during which all students in attendance had been exposed only to the block schedule. The 2000-01 senior class represents the first group of students to have gone all the way through high school on the block. [Standardized test scores were not compared; testing requirements have changed, therefore, there are no comparable scores.]

Qualitative data. Informal classroom observations were conducted in a random sampling of classrooms during the 2001 spring semester at both high schools in order to determine how time was spent on the block schedule, as well as teaching methodologies being employed and the degree of student involvement through various learning activities.

Surveys were administered to administrators, teachers employed prior to and throughout the implementation of the block schedule, and a sample of students. Required English classes provided cluster sampling for surveying students. The survey instrument was used to gather information on a number of variables relevant to the effects of block scheduling (attitudes, student performance, discipline, teaching styles/strategies, etc.).

Results

Question 1: Is instruction being offered that provides students with in-depth study of the content? Are teachers employing student-centered strategies and acting as facilitators of learning? Is this reflected in student outcomes (products/grades)?

Question 2: How do teachers feel about block scheduling with respect to student learning and behavior? How do students feel about block scheduling with respect to their learning?

Discussion:

While teachers and administrators at both schools generally agree that the block schedule allows adequate time for in-depth coverage of the curriculum content, there is a considerable degree of concern regarding the scope of the curriculum covered. Since each day on the block in effect represents two days of teaching on the regular 7-period day, state testing is often conducted at a point when a significant portion of the curriculum has yet to be covered. Comparisons of these test scores against those of schools on 7-period

schedules are then invalid, as well as unfair. There is also a concern that the block schedule represents a real loss of instructional hours, further inhibiting the delivery of the curriculum.

Classroom observations at both schools revealed a dichotomy in the teaching/learning strategies being employed. While some teachers presented brief lectures or mini-lessons followed by student inquiry or utilized videos/discrepant events to engage students, others were bound to more traditional teaching strategies, primarily lecture followed by seatwork. Even in classrooms where cooperative groupwork was being utilized, often a textbook exercise was the group task. The degree of off-task behavior observed in classrooms (heads down, sleeping, talking to friends) appeared to result from a problem with pacing in the lesson – too much time allowed for completion of an independent or group task, for example. Slow-paced lessons observed tended to communicate lower expectations of the students. Yet, during one observation a teacher used "chunking" to effectively involve the students in meaningful tasks related to the lesson's objectives. Students were engaged throughout the entire block period. Conversely, students in one class spent the class period working individually on textbook problems. Off-task behavior abounded and frequent verbal reprimands were issued by the teacher. Though lessons were largely textbook-driven, in several cases textbook information was extended or supported by additional sources. Teachers appear to be using a mix of traditional, teacher-centered teaching methods and the innovative, student-centered methods that have been identified as effective for use in the block period.

The mix of teacher- and student-centered strategies is reflected in the survey data as well. While teachers, students and administrators cite the use of hands-on activities and creative student products accomplished through cooperative groupwork, with an emphasis on active learning, they also indicate that discipline problems are the result of poor classroom management and that teachers need further development and training in the use of innovative strategies. Students at both schools respond in the majority that because of block scheduling, teachers are using varied student-centered instructional methods, yet a large number of students cite having to sit in class for too long a period as the primary disadvantage of block scheduling.

There is strong evidence of prevalent feelings of self-efficacy among students at both schools—the feeling that they are learning more and that they have more control over their learning, both stemming from the block schedule and the teaching/learning situations within the block. The majority of teachers and students, and all administrators surveyed, prefer the block schedule to the traditional 7-period day. They perceive learning to be deeper and the learning situation to be more satisfying, with more student-centered strategies being employed to teach. The positive climate associated with block scheduling at both schools has implications for the *potential* to increase learning at both schools.

The survey data yielded information that should be extremely helpful to school planners in providing staff development and strengthening existing programs at both schools within the parameters of the block schedule. While the data is too extensive to cite here, it provides a wealth of insight for program developers.

[See Appendix A, Survey Results.]

In order to determine if student performance has changed as a result of block scheduling, grade distributions by subject area were compared for 1996-97 (year prior to implementation of the block schedule) and 2000-01 (first year in which all students at both schools had attended high school *only* on the block). [See Appendix B for graphs of all comparisons, as well as comparisons of total grade distributions.] The chi square statistic, a test of independence, was used to determine if grade distributions for these years were related. The .05 level of significance was used to justify the degree of relationship. For the purposes of this study, only required subjects with complete data sets were analyzed. At Cleveland High School, these included Algebra I, Algebra II, Biology I, Biology II, Chemistry, English I, English II, English III, English IV, Geometry, and Mississippi Studies. At East Side High School, these included Algebra I, Algebra II, American Government, Biology I, Chemistry, English I, English II, English III, Geometry, Mississippi Studies, and World History.

Independence could not be established for the majority of courses, indicating that grade distributions do not differ significantly under the block schedule from those representing the traditional 7-period schedule. Independence of grade distributions for the years under study was established for the following courses: Biology II and Chemistry (Cleveland High); and American Government, Chemistry, English II, and Mississippi Studies (East Side High). While study of individual grade distributions may suggest how these distributions vary for the two years, they must be interpreted with caution. Variables cannot be controlled for this study: who taught the course (whether it was the same teacher), differences in the two groups of students whose grades are represented, changes in curriculum or testing, as well as others. Statistical data for the individual courses, graphs of grade distributions for randomly selected courses and total grade distributions, as well as a data table for grade distributions is located in Appendix B for further study.

[See Appendix B, Grade Distributions]

Though statistical analysis did not reveal an overall pattern of grade change at either of the schools under study, survey results provide specific descriptions of how student learning has (or has not) been impacted as a result of block scheduling. At Cleveland High School, results indicate that more students are on the honor roll, fewer students are listed on Child Find (with 2 or more F's), and there are generally increased levels of performance [though a significant number of teachers expressed concern about varying aspects of student performance – see Appendix A]. While administrators at East Side High have seen an increase in the number of accelerated courses being taken, this increase is not directly related to block scheduling, but to graduation requirements. Administrators at this school feel that student achievement has not been impacted to a significant degree. Teachers present mixed views, with some reporting increased student performance and others indicating that student learning has decreased [See Appendix A].

While the study does not conclusively show that student performance has increased as a result of block scheduling, the study of specific patterns can help school leaders pinpoint areas of strength and weakness and identify indicators of increased student learning, as well as impediments to student learning. Many of these are specific to the inherent characteristics of block scheduling; therefore, they have practical application for improving programs under the block schedule.

Question 3: Have the numbers and kinds of discipline problems changed in classes as a result of block scheduling and related changes in instruction?

Discussion:

Analyses of administrator and teacher responses to survey items and in-school and out-of-school suspension records provide the basis for this discussion. Administrators at Cleveland High report fewer discipline problems in the block when compared to the frequency of discipline problems in the 7-period day. Though classroom disruptions on the block are few, they are viewed as stemming from classroom management problems. The majority of teachers indicate that discipline problems have decreased or that there are no discipline problems, though a few teachers feel there are more disruptions due to students with short attention spans having to stay in long classes. Administrators and teachers alike at East Side High School cite little change in the number of discipline problems at this school as a result of the block schedule. Several teachers did indicate, however, that there are actually fewer discipline problems as a result of students being on-task more throughout the day and having fewer opportunities for encounters that might become disruptive. [See Appendix A].

The role of block scheduling is not clear as it relates to discipline. School leaders must consider the establishment and enforcement of in- and out-of-school suspension policies at the schools when examining trends in discipline problems. For the years that data are available (1996-97 through 1999-2000), it can be determined that the number of in-school suspensions at Cleveland High School have steadily decreased each year, while the number of out-of-school suspensions have shown an increase over 1996-97 numbers for each subsequent year. At East Side High School, both the number of in-school and out-of-school suspensions have shown an increase over 1996-97 numbers for each subsequent year included in the study.

Survey comments linked the relatively few discipline problems noted at either school to inadequate planning/classroom management on the part of classroom teachers. School leaders may want to consider this information in light of related data regarding instructional practices. These factors are linked and could provide direction for future development of the staffs at both schools.

Question 4. Has the absentee rate changed as a result of block scheduling and related changes in instruction? Has there been a change in the dropout rate since block scheduling was put into effect?

Discussion:

Administrators and teachers at Cleveland High School report that the number of absentees has been reduced as a result of block scheduling [average daily attendance has gone from 90%-93% in 7-period day to 95% to 97% in block schedule]. Administrators and teachers report that parents and students are very aware of the consequences of missing class periods during which so much content is covered. There is also strict enforcement of a district policy on absenteeism, which may serve as the actual deterrent, as opposed to the block schedule. Still other teachers and one administrator at this school cite little change in the attendance patterns of students. At East Side High School, administrators report fewer absences, attributing this to the district policy, not the block

schedule. The majority of teachers at this school see no change in attendance patterns, while several think absences have decreased and one reports that they have increased. [See Appendix A.]

While there is a chart for average daily attendance in Appendix D, no attempt has been made to determine the effect of the block schedule on attendance patterns, as data is not available for years prior to the implementation of the block schedule. There are, therefore, no meaningful standards for comparison. Appendix E provides the number of dropouts at Cleveland High School for years 1996-97 through 2000-01. There has been a substantial reduction in the number of dropouts (35 in 1996-97 as compared to 12 in 2000-01). The number of dropouts for 1996-97 is not available for East Side High School; however, there has been a marked decrease in the number of dropouts for the last two years.

Due to the number of variables that impact attendance and dropout rates, it is difficult to conclusively establish the role of block scheduling in impacting either. There is a suggestion, however, that both have decreased to some degree since block scheduling has been implemented.

Conclusions

The majority of school stakeholders involved in this evaluation of block scheduling at both schools favor the practice and desire to see it continue. [See Administrator and Teacher Surveys, Item #10 and Student Surveys, Items #4 and #5, Appendix A.] A synthesis of their reasons is provided through their responses to these items, as well as to Item #8 (advantages) on the Administrator/Teacher Survey and Item #6 (what they like best) on the Student Survey.

In order to address concerns associated with the block schedule, program evaluators should carefully consider Item #9 (disadvantages) on the Administrator/Teacher Survey and Item #7 (what they like least) on the Student Survey. Additional survey items provide insight on a number of related factors as well.

All aspects of the assessment process and their subsequent findings should be considered in the evaluation of block scheduling. Each dimension offers data and conclusions that suggest directions for the future growth and success of programs within the block schedule at both Cleveland High School and East Side High School.

APPENDIX A

Survey Results

CLEVELAND HIGH SCHOOL
Administrator Survey
Block Scheduling
Spring, 2001

Administrators at Cleveland High School were surveyed relevant to a number of factors associated with the effects of block scheduling. Three (3) surveys were collected. A synthesis of the responses for each survey item is provided. [Note that comments do not necessarily reflect the views of *all* administrators.]

1. **How have the teaching styles of the faculty changed as a result of block scheduling?**

   - Many different teaching styles used in the block (more hands-on and groupwork, less lecture)
   - Teachers collaborate in planning across disciplines

   Describe instructional practices you have observed within block scheduling.

   - Much groupwork (cooperative learning) requiring students to work together to complete projects
   - Peer tutoring, hands-on activities, library research

2. **How has student learning been impacted by block scheduling? (Is student performance improved?)**

   - Student learning has improved, with more students on honor roll [Reason: only four classes to focus on]
   - Fewer students on the Child Find list (2 or more F's)
   - Students are completing more homework than they did in the 7-period day

3. **Does block scheduling allow time for in-depth study of the curriculum content? Are teachers able to cover an adequate scope of content within this schedule? If there are deficiencies, please describe.**

   - Yes, block scheduling allows for in-depth study of curriculum/adequate coverage of scope of curriculum [Qualifying reasons: In-depth study is dependent upon teachers staying on task; teachers have more time to teach since fewer administrative tasks (i.e., calling roll, checking absences, etc.) are required; some extra material (filler time) must be reduced]

4. **Have the number and kinds of discipline problems changed in classes as a result of block scheduling and related changes in instruction? If so, describe.**

   - Very few discipline problems in the block in comparison to 7-period schedule
   - Discipline problems not related to schedule; they are related to classroom management
   - Longer class periods do contribute to disruptions, though they are few

5. **Have there been fewer student absences from classes since the implementation of block scheduling? (While you may not have numbers, please qualify your answer by describing *in general* how absence patterns have changed.)**

   - Average daily attendance has gone from 90%-93% in 7-period day to 95% to 97% in 4X4 block schedule
   - Reduced number of daily absences [Reason: Parents/students were advised of the amount of material that would be missed in a day (equivalent of two absences)]
   - No noticeable change in student attendance

6. **Has staff development and support for the implementation of block scheduling been adequate?**

- Adequate planning/staff development took place to prepare teachers for block scheduling (conducted by staffs from schools using block scheduling, Memphis State University, Delta State University)
- Training is ongoing, with "Activities Exchange" sessions desired for teachers within the district to share ideas/innovative teaching practices

7. **Do students seem to enjoy classes more on the block schedule? Why/why not?**

- Yes [Reasons: Students only have four (4) classes to take at one time; fewer homework assignments for students; if teacher is hard or not well-liked, student only has him/her for 18 weeks; affords students more opportunities to earn minimum required credits to graduate]
- For the most part, yes; biggest complaint seems to be the extended length of time spent in each class period

8. **Describe the primary *advantages* of block scheduling.**

- Students only have four (4) classes at a time
- Students can split their loads so that they do not take all of the hard classes together
- If a student gets behind in English, math, science, or history classes, can double up the next year and still graduate on time with his original class
- If a student gets behind [due to failure], has a chance to retake that course the next year
- Has eliminated the need for summer school
- Students can take more electives in the block
- Opportunity to earn more credits per year
- Longer classes allow for completion of more detailed activities [i.e., science lab project]
- Creates opportunities for incentive programs for students [i.e., senior leave]

9. **Describe the primary *disadvantages* of block scheduling.**

- Longer classes can become boring to students
- Time on task may be lost if teacher is not well-prepared
- Requires a bit more creativity on the part of the teacher in the area of planning
- Absences become more serious when students have to complete a course by the end of the term as opposed to the end of the year/absences can hurt a student [Reason: Missing a day on the block is like missing two days on a 7-period schedule, with making work up more difficult]
- A weak teacher becomes weaker in the block
- Students with short attention spans lose interest [unless teacher varies instructional methods]

10. **If given the choice of continuing block scheduling or returning to a 7-period day, which would you choose? Please state your major reasons. [Feel free to describe other alternatives as well.]**

- Stay with block [have seen firsthand the improvement of students, and the way they like scheduling; going to 7-period day would overload students and is not necessary since state only requires 20 credits for graduation]
- Definitely stay with block scheduling [main reasons stated in response to #8]
- Block [less time lost in changing classes; student problems usually occur while classes are changing – if they change only three (3) times a day, there is less chance of problems]

CLEVELAND HIGH SCHOOL
Teacher Survey
Block Scheduling
Spring, 2001

Teachers who were employed at Cleveland High *prior to* the implementation of the block schedule were surveyed relevant to a number of factors associated with its effects. [The sample was limited in this manner since it was desirable to have only teachers responding who could make a comparison to the traditional schedule enforced prior to the block schedule.] Fifteen (15) surveys were collected. A synthesis of the responses for each survey item is provided. Where possible, a frequency number is provided in parentheses, indicating the number of similar responses.

1. **How has your teaching style changed as a result of block scheduling?**

   - Use of more group projects/activities/hands-on projects (student-centered) (7)
   - Teaching of concept followed by activity, practice, remediation (2)
   - Have employed new teaching strategies (2)
   - Teach study skills
   - Teach several objectives at a time now
   - Teach more creatively
   - Have had to cut out a lot of learning material
   - Style has changed little or none (4)
   - Style has changed some
   - Teach longer with more preparation

   Describe your instructional practices within block scheduling.

   - Mini-lectures with hands-on investigations
   - Period divided into 30-minute segments emphasizing different components of the discipline
   - Instructional practices are prolonged
   - Am limited to mostly lecture due to the rush to cover the curriculum objectives in the framework; try to act as facilitator, utilizing peer/group work as much as possible
   - Cycle including lecture, practice (hands-on, groupwork, seatwork, etc.), discussion, remediation/enrichment [activities range from films to journal writing, with various other forms represented] (9)

2. **How has student learning been impacted by block scheduling? (Is student performance improved? How have student products changed?)**

   - Don't know (2)
   - Concerns expressed about aspects of student learning [retention of information, coverage of adequate content, academic performance, achievement test results, quality of student products] (6)
   - Positive views of student learning expressed [improved scores and grades, deeper understanding of subject matter, fewer failures, increased levels of performance] (9)

3. **Does block scheduling allow time for in-depth study of the curriculum content? Are you able to cover an adequate scope of content within this schedule? If there are deficiencies, please describe.**

- Adequate scope covered, but not as much as desired
- For regular classes, yes; for honors classes, no—due to the amount of material students must absorb daily
- Time period [length] is good; need it for whole year to adequately cover framework
- Am able to cover much more on block—adequate time for preparation, practice, and discussion
- Time is adequate for in-depth study and scope of course (5)
- Time/scope is not adequate [due to: loss of hours of instruction on block, limited number of days on block, students' short attention spans/inability to concentrate/retain information/need for teaching prerequisites students do not have] (5)

4. **Have the number and kinds of discipline problems changed in your classes as a result of block scheduling and related changes in instruction? If so, describe.**

- Fewer discipline problems [reasons cited: less off-task behavior when changing classes only a few times; less "lull" time—students actively engaged] (4)
- No change (7)
- No discipline problems (2)
- Discipline problems have escalated [due to short attention spans]

5. **Have you experienced fewer student absences in your classes since the implementation of block scheduling? (While you may not have numbers, please qualify your answer by describing *in general* how absence patterns have changed.)**

- Little to no change observed in absentee rate/no relationship to block scheduling (9)
- Absences have decreased [related to block schedule: students know they cannot miss because of the amount of material covered in the classes; students are motivated to come to class] (6)

6. **Has staff development and support for the implementation of block scheduling been adequate? If not, describe the type of support services that would be of help to you.**

- Yes (7)
- Guess so (1)
- No [Needed: subject area seminars; workshops modeling teaching strategies (i.e., hands-on learning); materials and after-school tutors/teachers should be provided as promised at the onset of block scheduling] (6)

7. **Do students seem to enjoy classes more on the block schedule? Why/why not?**

- Yes [Reasons: only four classes to concentrate on; hands-on activities; less homework; school day seems shorter] (10)
- Hard to tell [some students don't enjoy anything, no matter what you do]
- No difference
- Most students haven't known another schedule
- No [Reasons: too many conflicts, classes too long] (3)

8. **Describe the primary *advantages* of block scheduling.**

- Students have fewer classes to concentrate on/study for (5)
- Longer time for labs
- More credits can be earned
- More electives can be offered (2)
- More time in class [i.e., to perform special activities, to instruct, to study in-depth] (6)
- After first time through, teachers can easily make adjustments for next time
- Can schedule difficult classes during different terms
- Reduced number of students and classes makes paperwork/planning/teaching more manageable – reducing burnout (3)
- Fewer discipline problems (due to fewer hall opportunities)

9. **Describe the primary *disadvantages* of block scheduling.**

- Can't think of any/none (3)
- Too much time in each class period, with much of it lost due to students' short attention spans [especially special education students and ADHD students] (3)
- Conflicts result in limited class offerings
- Less instructional time over the entire course
- Loss of coverage of content [students cannot complete long reading assignments overnight]
- Have to streamline course and assign students work outside of class to be ready for state testing [timing of state testing is a problem]
- Reduced span of time for learning difficult concepts
- Students have to move at too fast a pace

10. **If given the choice of continuing block scheduling or returning to a 7-period day, which would you choose? Please state your major reasons.**

- Continue block scheduling [Reasons: Seven-period day seemed as though it would never end; teachers can plan focusing on fewer classes and children; students are able to focus on subjects better; can completely cover concepts during the class period; students learn more with concentrated focus; students are benefiting from hands-on activities; advantages for all involved; great for teachers (but not the way to go for majority of students, who have short attention spans and for whom the pace is too fast; also, not able to cover as much material with this schedule)] (11)

- Return to 7-period day [Reason: Pace is faster, allowing students with short attention spans to stay focused; fits learning style of students better] (3)*

*Of the three respondents, one wishes there were another alternative

CLEVELAND HIGH SCHOOL
Student Survey
Block Scheduling
Spring, 2001

A sample of students across the curriculum was conducted through the required English classes at Cleveland High School in May 2001. Ninety (90) surveys were collected with responses to the questions below. A representative list of responses of students is provided for questions 6 and 7.

1. Because of block scheduling, I feel I am learning more in each subject.

a. Not really	b. Somewhat	c. Yes	d. Definitely
3%	31%	39%	27%

2. Because of block scheduling, my teachers are using different instructional styles such as simulations that closely resemble real-world situations, student groupwork/presentations, special projects and/or other ways that help me learn the material better.

a. Not really	b. Somewhat	c. Yes	d. Definitely
14%	30%	37%	19%

3. Having only four subjects at a time (rather than six) helps me to focus and do better in school.

a. Not really	b. Somewhat	c. Yes	d. Definitely
3%	5%	34%	58%

4. Overall, I like block scheduling.

a. Not really	b. Somewhat	c. Yes	d. Definitely
3%	12%	39%	46%

5. If you had to give block scheduling a grade, what would it be?

A	A-	B	B-	C	C-	D	D-	F	Undecided
33%	24%	25%	7%	6%	3%				1%

6. List (or describe) those things you like **best** about block scheduling.
[Number in parentheses indicates frequency of response]

- Only have four classes/four teachers (32)
- [You] don't take the same classes all year round (4)
- Not as much homework (10)
- Fewer tests to study for/testing easier (11)
- More time to do groupwork/complete assignments/ask questions in class and learn in general (16)
- Allows more free time after school
- Able to learn more/better (9)
- Material is easier to learn because the teachers teach the lessons better (use different styles) and are more concentrated on students' well-being/individualizing (3)
- Makes the day go a lot faster (9)
- Fewer books to carry (7)
- Gives chance to take course over if you fail (2)
- Can take more classes/earn more credits (3)
- Less boring
- Have time to do assignments for other classes
- Get to do activities
- Don't have all of hard classes at one time
- Seven-minute breaks
- Easier, less complicated (2)
- Have a lot of notes
- Not having to move around the school so much

7. List (or describe) those things you like **least** about block scheduling.

- Classes last too long/hard to sit so long/makes you want to sleep—get bored in hard or easy classes, classes you don't like, or when there isn't anything to do (41)
- Only have one semester in each class (2)
- Not enough hands-on
- Too much work/homework at one time (3)
- All subject matter is not covered
- Can get pushed for time if you do extra-curricular activities
- When the teacher just gives notes with no hands-on experiences (7)
- Seems like college
- Makes it seem like teachers aren't as willing to help you because they feel like you are in class enough [to master the material]
- Go for such a long time without certain subjects
- Boring (4)
- Too many projects (2)

- Little (short) lunches
- Lot of work to do in one day
- Teacher speaking in same pitch for whole lecture
- No break (5)
- Teachers get cranky
- Don't have time to learn the material [scope]
- Time limit for the schoolwork
- Getting out at 3:10
- Never know whether you are going to do work or do nothing
- Activity period
- Fourth block

EAST SIDE HIGH SCHOOL
Administrator Survey
Block Scheduling
Spring, 2001

Administrators at East Side High School were surveyed relevant to a number of factors associated with the effects of block scheduling. Three (3) surveys were collected. A synthesis of the responses for each survey item is provided. [Note that comments do not necessarily reflect the views of *all* administrators.]

1. **How have the teaching styles of the faculty changed as a result of block scheduling?**

   - Teachers use more active instructional strategies and limit their use of lecture
   - Planning is more thorough
   - More teaching through examples/hands on rather than just lecture (with students listening)
   - Teaching styles have not changed – this is where the problem lies; teachers who have successfully made the transition to the block are doing different things

   Describe instructional practices you have observed within block scheduling.

   - More learning by doing
   - Variety of instructional strategies being utilized—cooperative learning, inquiry methods, group discussions, concept development, simulations
   - Some teachers are using cooperative learning, interactive activities, and role playing, though lecturing is still the primary method of teaching for most teachers

2. **How has student learning been impacted by block scheduling? (Is student performance improved?)**

   - It has not been impacted; test scores are about the same
   - Due to increase in credits required for graduation, students have been forced to take more accelerated classes
   - Student learning is about the same as it was on the 7-period day

3. **Does block scheduling allow time for in-depth study of the curriculum content? Are teachers able to cover an adequate scope of content within this schedule? If there are deficiencies, please describe.**

   - More in-depth study of content, but less content covered; with state tests, teachers have to decide what material they will omit
   - Adequate time allowed for in-depth study and adequate coverage of scope of content (if time is used wisely)
   - Time for adequate in-depth study/coverage of curriculum is problem for some teachers, not for others; state testing presents a dilemma

4. **Have the number and kinds of discipline problems changed in classes as a result of block scheduling and related changes in instruction? If so, describe.**

   - Minimal discipline problems in classes where interactive instruction is going on
   - Number of discipline problems are about the same [because teachers have not changed their methods of delivery]

5. **Have there been fewer student absences from classes since the implementation of block scheduling? (While you may not have numbers, please qualify your answer by describing *in general* how absence patterns have changed.)**

- Overall, student absences are lower [due to strict district policy, not necessarily as result of block scheduling]

6. **Has staff development and support for the implementation of block scheduling been adequate?**

- No, teachers have not been properly trained; teachers need training in strategies/teaching styles, especially as they relate to different subject areas and the use of 90-minute blocks of time; specific training needed in cooperative learning and writing activities; visits to schools effectively utilizing block scheduling are needed

7. **Do students seem to enjoy classes more on the block schedule? Why/why not?**

- Students enjoy classes where planning is adequate (and when actively engaged)
- Yes [Reasons: Fewer classes, more time to study, and less homework]

8. **Describe the primary *advantages* of block scheduling.**

- Wider variety of elective courses offered
- Additional class time for interactive learning
- Extended lessons
- Students focus on fewer courses at one time
- Students who fail first semester can repeat course second semester
- Counselor has opportunity to help students balance work load
- Students who have fallen behind can catch up academically
- More in-depth study
- Fewer discipline problems

9. **Describe the primary *disadvantages* of block scheduling.**

- Less instructional time in subjects over the course of the semester
- State testing cuts into instructional time twice a year
- Twice as much scheduling must be done in a year
- Limited use of appropriate instructional strategies [by teachers at the school]

10. **If given the choice of continuing block scheduling or returning to a 7-period day, which would you choose? Please state your major reasons. [Feel free to describe other alternatives as well.]**

- All respondents favor the block [Reasons: Favors the students if implemented properly; allows students to remediate/take courses over; with staff development/stricter attendance policy, has potential to work better than 7-period day]

EAST SIDE HIGH SCHOOL
Teacher Survey
Block Scheduling
Spring, 2001

Teachers who were employed at East Side High *prior to* the implementation of the block schedule were surveyed relevant to a number of factors associated with its effects. [The sample was limited in this manner since it was desirable to have only teachers responding who could make a comparison to the traditional schedule enforced prior to the block schedule.] Nine (9) surveys were collected. A synthesis of the responses for each survey item is provided. Where possible, a frequency number is provided in parentheses, indicating the number of similar responses.

1. **How has your teaching style changed as a result of block scheduling?**

   - Yes [In the following ways: have to move quicker to cover objectives without time for a lot of reteaching; usually use at least three different teaching methods within the block period; do more cooperative learning and more writing; have to plan for longer class periods and be sure to cover all objectives; have time to reflect, review, and reteach/explain materials to students; can complete one lab in one period]
   - Have tried to implement different styles, but have limited knowledge

   Describe your instructional practices within block scheduling.

   - All teachers responding report using a variety of teaching methodologies—groupwork, projects, various hands-on activities, writing, role playing, etc. They also report using short lectures (sometimes incorporating demonstrations), followed by practice and intermittent activities in which students apply what they are learning. Technology was cited by several as being utilized in the teaching of lessons. Reinforcement as well as enrichment is emphasized. According to the surveys, students are engaged in a balance of independent practice and groupwork.

2. **How has student learning been impacted by block scheduling? (Is student performance improved? How have student products changed?)**

   - Student learning has improved [Reasons: Performance and grades have improved because of increased time to learn according to their learning styles; time to ask questions and practice for mastery of objectives] (3)
   - No change observed – students are doing about the same (3)
   - Student learning has decreased [Reasons: Students get behind if they are off-task; students with poor study skills have difficulty; learning has become more "temporary" and shallow; material has to be covered too quickly in order to get ready for subject area tests; too much time lapses between student involvement in a particular discipline]

3. **Does block scheduling allow time for in-depth study of the curriculum content? Are you able to cover an adequate scope of content within this schedule? If there are deficiencies, please describe.**

   - No deficiencies
   - No, it does not allow for in-depth study [Reasons: Must push to cover material in order to be ready for state tests; not enough time to cover 50% of the curriculum—in-depth study is traded for quantity; interruptions such as assemblies cause class to get behind and teacher to

have to rush; limits amount of material that can be covered, especially in honors classes where intense reading/material coverage is desired] (5)
- Yes, degree of in-depth study and scope of coverage is adequate [Reason: With 7-period day, often had to stop in the middle of teaching a concept and return to it the next day; with the block schedule, can discuss the material in-depth]

4. **Have the number and kinds of discipline problems changed in your classes as a result of block scheduling and related changes in instruction? If so, describe.**

- No [Student discipline about the same; discipline is not a problem] (5)
- Yes [Fewer discipline problems because there are limited opportunities for interaction; students are too tired to misbehave; students have to stay on task—don't have time for misconduct] (4)

5. **Have you experienced fewer student absences in your classes since the implementation of block scheduling? (While you may not have numbers, please qualify your answer by describing *in general* how absence patterns have changed.)**

- Fewer absences occur (3)
- No change [students who are habitually absent miss regardless of the type of schedule] (5)
- Seem to be more absences (1)

6. **Has staff development and support for the implementation of block scheduling been adequate? If not, describe the type of support services that would be of help to you.**

- Staff development has been adequate/helpful [Reasons: Conducted at the beginning of implementation (excellent preparation)] (6)
- Need additional support [Reasons: Need updates/follow-up; initially, there was no time to prepare for the adjustment to block scheduling; need ideas for teaching specific topics within different disciplines; need more encouragement/guidance from administration (i.e., whether or not it is o.k. not to cover all of the curriculum)] (3)

7. **Do students seem to enjoy classes more on the block schedule? Why/why not?**

- Eight (8) respondents reported that students seem to enjoy the block schedule, preferring it to the 7-period day. [Reasons: Only having four classes; more time to study in order to get better grades; more involvement with cooperative learning; can complete entire courses in shorter period of time]
- Respondents qualified statements, indicating that while students enjoy the block schedule, they do not understand the dedication it requires
- One teacher undecided as to whether the reasons students enjoy some classes are related to block schedule

8. **Describe the primary *advantages* of block scheduling.**

- Student study load cut to four classes (teacher load cut as well) (6)
- Students and teachers with conflicts have just one semester together
- Teacher preparation time is longer and for fewer courses (2)
- Students can retake failed courses in the second semester
- Students can take more courses in the fields of their strengths (2)
- Students may have class time to work on homework
- Only 90 students per semester (2)
- Have new students in January/courses finished in shorter time frame (2)
- More time to teach and work with students one-on-one/remediation 4)
- More time in class for groupwork/teamwork/active involvement (2)

- Time for detailed explanations (as well as questions and answers); varied instruction (3)

9. **Describe the primary *disadvantages* of block scheduling.**

- Student absentees affect progress [difficult to make up amount of work missed] (2)
- Less time to cover required objectives (2)
- Getting students to study daily and stay focused on learning large amounts of material daily is difficult (2)
- Do not see any disadvantages (2)
- Ninth-grade students often have difficulty adjusting to sitting still for 95 minutes
- Need more classes or more teachers so that there will be fewer students in classes
- Time lapse between sequential classes is too long
- Difficult to hold students' attention
- Subject area tests are given too early – before material has been covered; rapid movement in teaching to get in all objectives
- Don't get to know students as well in just one semester
- Too much paperwork

10. **If given the choice of continuing block scheduling or returning to a 7-period day, which would you choose? Please state your major reasons.**

- Nine (9) respondents indicated a preference for the block schedule. [Reasons: Prepares students for college; students are more on-task; allows time for individualization; allows variety of teaching/learning strategies and provides opportunity to accommodate all learning styles; allows for in-depth coverage of concepts, cooperative learning; easier for both teachers and students to prepare for classes; can complete labs in one day; class sizes are reduced; students don't get bored before subject is over]

APPENDIX B

Grade Distribution

CLEVELAND HIGH SCHOOL - ALGEBRA I
1996/97 and 2000/01

Chi-Square Test of Independence

Number of Observations	202
Chi-Square	5.1119
Contingency Coef.	0.1571
Cramer's Phi Prime	0.1591
Degrees of Freedom	3
Probability	0.1638

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	Total
1	18	37	36	36	127
%	0.0	0.0	0.0	0.0	0.0
2	12	21	30	12	75
%	0.0	0.0	0.0	0.0	0.0
Total	30	58	66	48	202
%	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4
1	18.86	36.47	41.50	30.18
2	11.14	21.53	24.50	17.82

CLEVELAND HIGH SCHOOL - ALGEBRA II

1996/97 and 2000/01

Chi-Square Test of Independence	
Number of Observations	172
Chi-Square	1.7897
Contingency Coef.	0.1015
Cramer's Phi Prime	0.1020
Degrees of Freedom	4
Probability	0.7744

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	5	Total
1	6	15	28	17	18	84
%	0.0	0.0	0.0	0.0	0.0	0.0
2	5	15	24	18	26	88
%	0.0	0.0	0.0	0.0	0.0	0.0
Total	11	30	52	35	44	172
%	0.0	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4	5
1	5.37	14.65	25.40	17.09	21.49
2	5.63	15.35	26.60	17.91	22.51

CLEVELAND HIGH SCHOOL - BIOLOGY I

1996/97 and 2000/01

Chi-Square Test of Independence	
Number of Observations	265
Chi-Square	4.8724
Contingency Coef.	0.1344
Cramer's Phi Prime	0.1356
Degrees of Freedom	4
Probability	0.3006

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	5	Total
1	20	42	50	30	14	156
%	0.0	0.0	0.0	0.0	0.0	0.0
2	9	26	32	24	18	109
%	0.0	0.0	0.0	0.0	0.0	0.0
Total	29	68	82	54	32	265
%	0.0	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4	5
1	17.07	40.03	48.27	31.79	18.84
2	11.93	27.97	33.73	22.21	13.16

CLEVELAND HIGH SCHOOL - BIOLOGY II

1996/97 and 2000/01

Chi-Square Test of Independence	
Number of Observations	244
Chi-Square	25.4661
Contingency Coef.	0.3074
Cramer's Phi Prime	0.3231
Degrees of Freedom	3
Probability	0.0001

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	Total
1	8	45	50	25	128
%	0.0	0.0	0.0	0.0	0.0
2	30	47	31	8	116
%	0.0	0.0	0.0	0.0	0.0
Total	38	92	81	33	244
%	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4
1	19.93	48.26	42.49	17.31
2	18.07	43.74	38.51	15.69

CLEVELAND HIGH SCHOOL - CHEMISTRY

1996/97 and 2000/01

Chi-Square Test of Independence	
Number of Observations	148
Chi-Square	27.5501
Contingency Coef.	0.3962
Cramer's Phi Prime	0.4315
Degrees of Freedom	3
Probability	0.0001

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	Total
1	3	23	44	20	90
%	0.0	0.0	0.0	0.0	0.0
2	20	14	15	9	58
%	0.0	0.0	0.0	0.0	0.0
Total	23	37	59	29	148
%	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4
1	13.99	22.50	35.88	17.64
2	9.01	14.50	23.12	11.36

CLEVELAND HIGH SCHOOL - ENGLISH I

1996/97 and 2000/01

Chi-Square Test of Independence	
Number of Observations	234
Chi-Square	2.9513
Contingency Coef.	0.1116
Cramer's Phi Prime	0.1123
Degrees of Freedom	4
Probability	0.5660

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	5	Total
1	5	31	40	23	28	127
%	0.0	0.0	0.0	0.0	0.0	0.0
2	5	30	33	24	15	107
%	0.0	0.0	0.0	0.0	0.0	0.0
Total	10	61	73	47	43	234
%	0.0	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4	5
1	5.43	33.11	39.62	25.51	23.34
2	4.57	27.89	33.38	21.49	19.66

CLEVELAND HIGH SCHOOL - ENGLISH II

1996/97 and 2000/01

Chi-Square Test of Independence

Number of Observations	246
Chi-Square	5.6022
Contingency Coef.	0.1492
Cramer's Phi Prime	0.1509
Degrees of Freedom	4
Probability	0.2309

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	5	Total
1	12	37	42	31	12	134
%	0.0	0.0	0.0	0.0	0.0	0.0
2	10	40	22	25	15	112
%	0.0	0.0	0.0	0.0	0.0	0.0
Total	22	77	64	56	27	246
%	0.0	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4	5
1	11.98	41.94	34.86	30.50	14.71
2	10.02	35.06	29.14	25.50	12.29

CLEVELAND HIGH SCHOOL - ENGLISH III

1996/97 and 2000/01

Chi-Square Test of Independence

Number of Observations	212
Chi-Square	4.9356
Contingency Coef.	0.1508
Cramer's Phi Prime	0.1526
Degrees of Freedom	3
Probability	0.1766

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	Total
1	40	35	23	9	107
%	0.0	0.0	0.0	0.0	0.0
2	49	38	13	5	105
%	0.0	0.0	0.0	0.0	0.0
Total	89	73	36	14	212
%	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4
1	44.92	36.84	18.17	7.07
2	44.08	36.16	17.83	6.93

CLEVELAND HIGH SCHOOL - ENGLISH IV

1996/97 and 2000/01

Chi-Square Test of Independence

Number of Observations	186
Chi-Square	0.7774
Contingency Coef.	0.0645
Cramer's Phi Prime	0.0646
Degrees of Freedom	3
Probability	0.8549

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	Total
1	8	32	33	16	89
%	0.0	0.0	0.0	0.0	0.0
2	7	37	32	21	97
%	0.0	0.0	0.0	0.0	0.0
Total	15	69	65	37	186
%	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4
1	7.18	33.02	31.10	17.70
2	7.82	35.98	33.90	19.30

CLEVELAND HIGH SCHOOL - GEOMETRY

1996/97 and 2000/01

Chi-Square Test of Independence	
Number of Observations	177
Chi-Square	3.5340
Contingency Coef.	0.1399
Cramer's Phi Prime	0.1413
Degrees of Freedom	4
Probability	0.4727

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	5	Total
1	6	19	29	17	16	87
%	0.0	0.0	0.0	0.0	0.0	0.0
2	6	21	29	25	9	90
%	0.0	0.0	0.0	0.0	0.0	0.0
Total	12	40	58	42	25	177
%	0.0	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4	5
1	5.90	19.66	28.51	20.64	12.29
2	6.10	20.34	29.49	21.36	12.71

CLEVELAND HIGH SCHOOL - MISSISSIPPI STUDIES

1996/97 and 2000/01

Chi-Square Test of Independence

Number of Observations	298
Chi-Square	2.9213
Contingency Coef.	0.0985
Cramer's Phi Prime	0.0990
Degrees of Freedom	4
Probability	0.5711

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	5	Total
1	24	43	37	32	22	158
%	0.0	0.0	0.0	0.0	0.0	0.0
2	16	30	37	34	23	140
%	0.0	0.0	0.0	0.0	0.0	0.0
Total	40	73	74	66	45	298
%	0.0	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4	5
1	21.21	38.70	39.23	34.99	23.86
2	18.79	34.30	34.77	31.01	21.14

CLEVELAND HIGH SCHOOL - ALGEBRA I
1996/97 and 2000/01

Chi-Square Test of Independence

Number of Observations	202
Chi-Square	5.1119
Contingency Coef.	0.1571
Cramer's Phi Prime	0.1591
Degrees of Freedom	3
Probability	0.1638

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	Total
1	18	37	36	36	127
%	0.0	0.0	0.0	0.0	0.0
2	12	21	30	12	75
%	0.0	0.0	0.0	0.0	0.0
Total	30	58	66	48	202
%	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4
1	18.86	36.47	41.50	30.18
2	11.14	21.53	24.50	17.82

CLEVELAND HIGH SCHOOL - ALGEBRA II

1996/97 and 2000/01

Chi-Square Test of Independence	
Number of Observations	172
Chi-Square	1.7897
Contingency Coef.	0.1015
Cramer's Phi Prime	0.1020
Degrees of Freedom	4
Probability	0.7744

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	5	Total
1	6	15	28	17	18	84
%	0.0	0.0	0.0	0.0	0.0	0.0
2	5	15	24	18	26	88
%	0.0	0.0	0.0	0.0	0.0	0.0
Total	11	30	52	35	44	172
%	0.0	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4	5
1	5.37	14.65	25.40	17.09	21.49
2	5.63	15.35	26.60	17.91	22.51

EAST SIDE HIGH SCHOOL - AMERICAN GOVERNMENT

1995/96 and 2000/01

Chi-Square Test of Independence	
Number of Observations	217
Chi-Square	48.8474
Contingency Coef.	0.4287
Cramer's Phi Prime	0.4745
Degrees of Freedom	3
Probability	0.0001

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	Total
1	18	54	24	10	106
%	0.0	0.0	0.0	0.0	0.0
2	20	18	19	54	111
%	0.0	0.0	0.0	0.0	0.0
Total	38	72	43	64	217
%	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4
1	18.56	35.17	21.00	31.26
2	19.44	36.83	22.00	32.74

EAST SIDE HIGH SCHOOL - BIOLOGY I

1996/97 and 2000/01

Chi-Square Test of Independence	
Number of Observations	287
Chi-Square	7.1719
Contingency Coef.	0.1561
Cramer's Phi Prime	0.1581
Degrees of Freedom	3
Probability	0.0666

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	Total
1	28	47	46	39	160
%	0.0	0.0	0.0	0.0	0.0
2	10	34	48	35	127
%	0.0	0.0	0.0	0.0	0.0
Total	38	81	94	74	287
%	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4
1	21.18	45.16	52.40	41.25
2	16.82	35.84	41.60	32.75

EAST SIDE HIGH SCHOOL - CHEMISTRY

1996/97 and 2000/01

Chi-Square Test of Independence	
Number of Observations	137
Chi-Square	28.8364
Contingency Coef.	0.4170
Cramer's Phi Prime	0.4588
Degrees of Freedom	2
Probability	0.0001

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	Total
1	11	27	45	83
%	0.0	0.0	0.0	0.0
2	28	17	9	54
%	0.0	0.0	0.0	0.0
Total	39	44	54	137
%	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3
1	23.63	26.66	32.72
2	15.37	17.34	21.28

EAST SIDE HIGH SCHOOL - ENGLISH I

1996/97 and 2000/01

Chi-Square Test of Independence	
Number of Observations	255
Chi-Square	6.6023
Contingency Coef.	0.1589
Cramer's Phi Prime	0.1609
Degrees of Freedom	4
Probability	0.1585

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	5	Total
1	13	23	26	35	31	128
%	0.0	0.0	0.0	0.0	0.0	0.0
2	6	17	29	30	45	127
%	0.0	0.0	0.0	0.0	0.0	0.0
Total	19	40	55	65	76	255
%	0.0	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4	5
1	9.54	20.08	27.61	32.63	38.15
2	9.46	19.92	27.39	32.37	37.85

EAST SIDE HIGH SCHOOL - ENGLISH II

1996/97 and 2000/01

Chi-Square Test of Independence

Number of Observations	247
Chi-Square	12.4448
Contingency Coef.	0.2190
Cramer's Phi Prime	0.2245
Degrees of Freedom	3
Probability	0.0060

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	Total
1	6	32	54	28	120
%	0.0	0.0	0.0	0.0	0.0
2	25	32	45	25	127
%	0.0	0.0	0.0	0.0	0.0
Total	31	64	99	53	247
%	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4
1	15.06	31.09	48.10	25.75
2	15.94	32.91	50.90	27.25

EAST SIDE HIGH SCHOOL - ENGLISH III

1996/97 and 2000/01

Chi-Square Test of Independence	
Number of Observations	216
Chi-Square	0.0792
Contingency Coef.	0.0191
Cramer's Phi Prime	0.0191
Degrees of Freedom	3
Probability	0.9942

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	Total
1	10	38	45	20	113
%	0.0	0.0	0.0	0.0	0.0
2	10	34	40	19	103
%	0.0	0.0	0.0	0.0	0.0
Total	20	72	85	39	216
%	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4
1	10.46	37.67	44.47	20.40
2	9.54	34.33	40.53	18.60

EAST SIDE HIGH SCHOOL - GEOMETRY

1996/97 and 2000/01

Chi-Square Test of Independence	
Number of Observations	210
Chi-Square	6.9640
Contingency Coef.	0.1792
Cramer's Phi Prime	0.1821
Degrees of Freedom	3
Probability	0.0731

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	Total
1	11	23	22	31	87
%	0.0	0.0	0.0	0.0	0.0
2	27	29	40	27	123
%	0.0	0.0	0.0	0.0	0.0
Total	38	52	62	58	210
%	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4
1	15.74	21.54	25.69	24.03
2	22.26	30.46	36.31	33.97

EAST SIDE HIGH SCHOOL - MISSISSIPPI STUDIES

1996/97 and 2000/01

Chi-Square Test of Independence

Number of Observations	286
Chi-Square	36.5291
Contingency Coef.	0.3365
Cramer's Phi Prime	0.3574
Degrees of Freedom	4
Probability	0.0001

----- Tallies -----

Rows = Year, Columns = Grade

Codes	1	2	3	4	5	Total
1	5	56	58	27	23	169
%	0.0	0.0	0.0	0.0	0.0	0.0
2	18	16	29	17	37	117
%	0.0	0.0	0.0	0.0	0.0	0.0
Total	23	72	87	44	60	286
%	0.0	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4	5
1	13.59	42.55	51.41	26.00	35.45
2	9.41	29.45	35.59	18.00	24.55

EAST SIDE HIGH SCHOOL - WORLD HISTORY

1996/97 and 2000/01

Chi-Square Test of Independence

Number of Observations	279
Chi-Square	9.2864
Contingency Coef.	0.1795
Cramer's Phi Prime	0.1824
Degrees of Freedom	4
Probability	0.0543

----- Tallies -----

Rows = Year, Columns = Grade

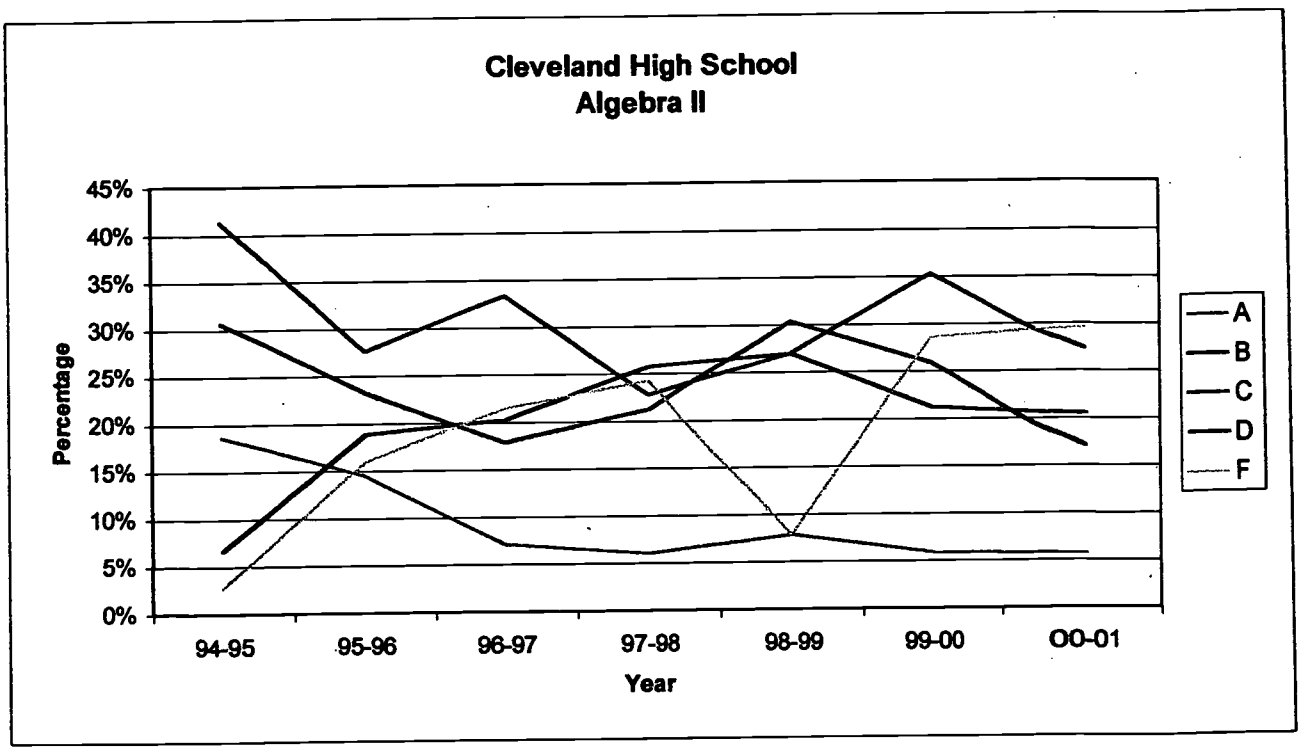
Codes	1	2	3	4	5	Total
1	14	29	35	48	23	149
%	0.0	0.0	0.0	0.0	0.0	0.0
2	11	42	35	26	16	130
%	0.0	0.0	0.0	0.0	0.0	0.0
Total	25	71	70	74	39	279
%	0.0	0.0	0.0	0.0	0.0	0.0

Expected Values:

Codes	1	2	3	4	5
1	13.35	37.92	37.38	39.52	20.83
2	11.65	33.08	32.62	34.48	18.17

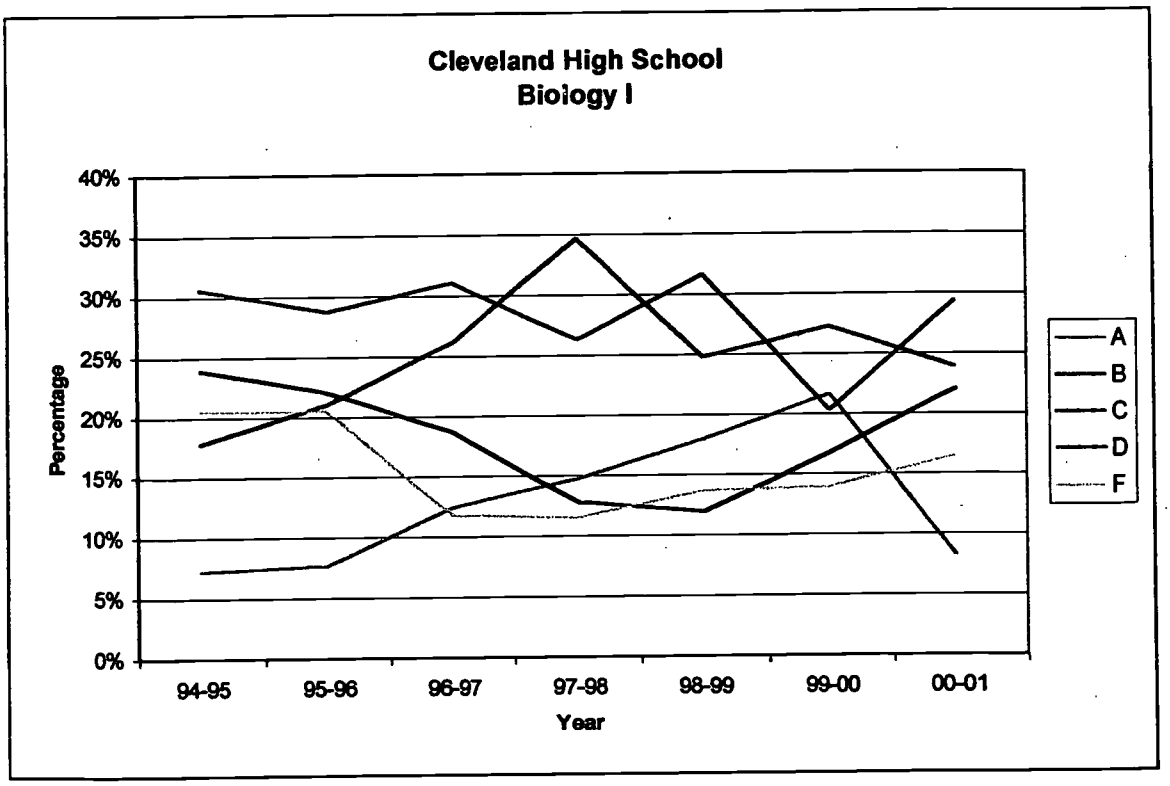
Cleveland High School
Algebra II

Year	A	B	C	D	F
94-95	18.67%	30.67%	41.33%	6.67%	2.67%
95-96	14.49%	23.19%	27.54%	18.84%	15.94%
96-97	7.14%	17.86%	33.33%	20.24%	21.43%
97-98	6.06%	21.21%	22.73%	25.76%	24.24%
98-99	7.87%	30.34%	26.97%	26.97%	7.87%
99-00	5.88%	25.88%	35.29%	21.18%	28.57%
00-01	5.68%	17.05%	27.27%	20.45%	29.55%



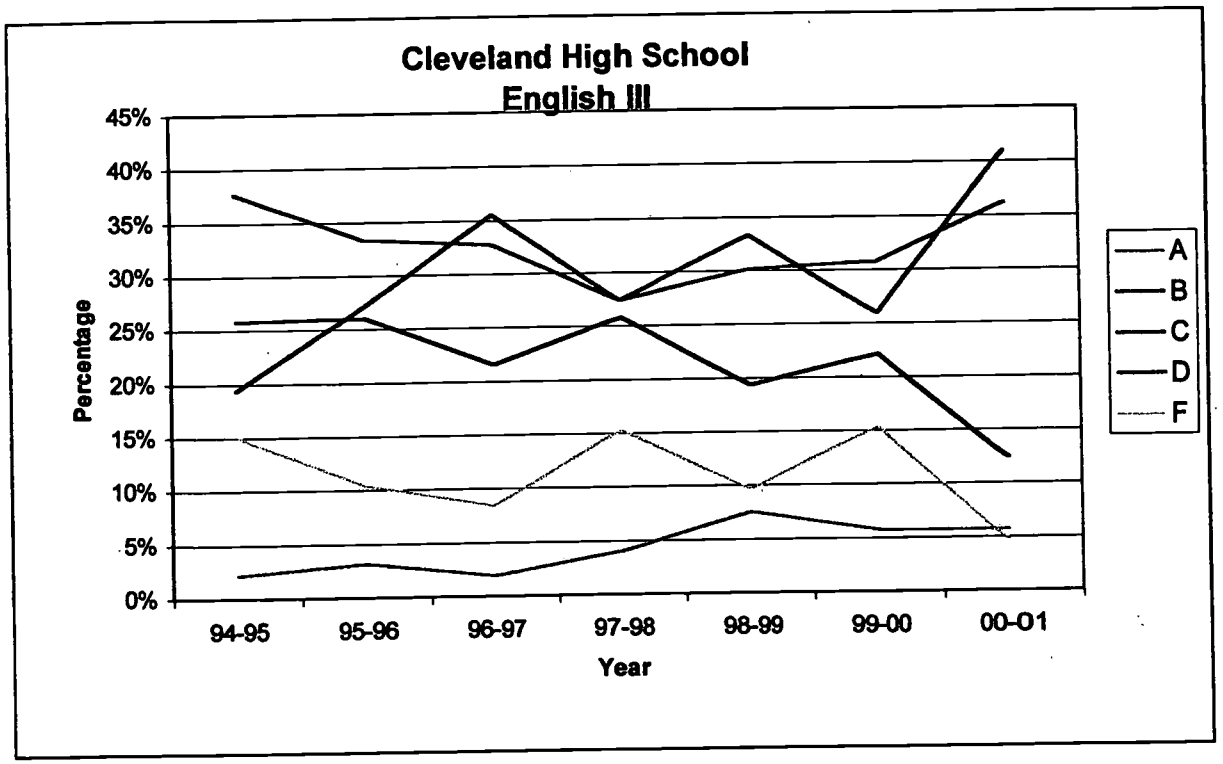
Cleveland High School
Biology I

Year	A	B	C	D	F
94-95	7.22%	17.78%	30.56%	23.89%	20.56%
95-96	7.69%	21.03%	28.72%	22.05%	20.51%
96-97	12.42%	26.09%	31.06%	18.63%	11.80%
97-98	14.74%	34.62%	26.28%	12.82%	11.54%
98-99	17.95%	24.79%	31.62%	11.97%	13.68%
99-00	21.68%	27.27%	20.28%	16.78%	13.99%
00-01	8.26%	23.85%	29.36%	22.02%	16.51%



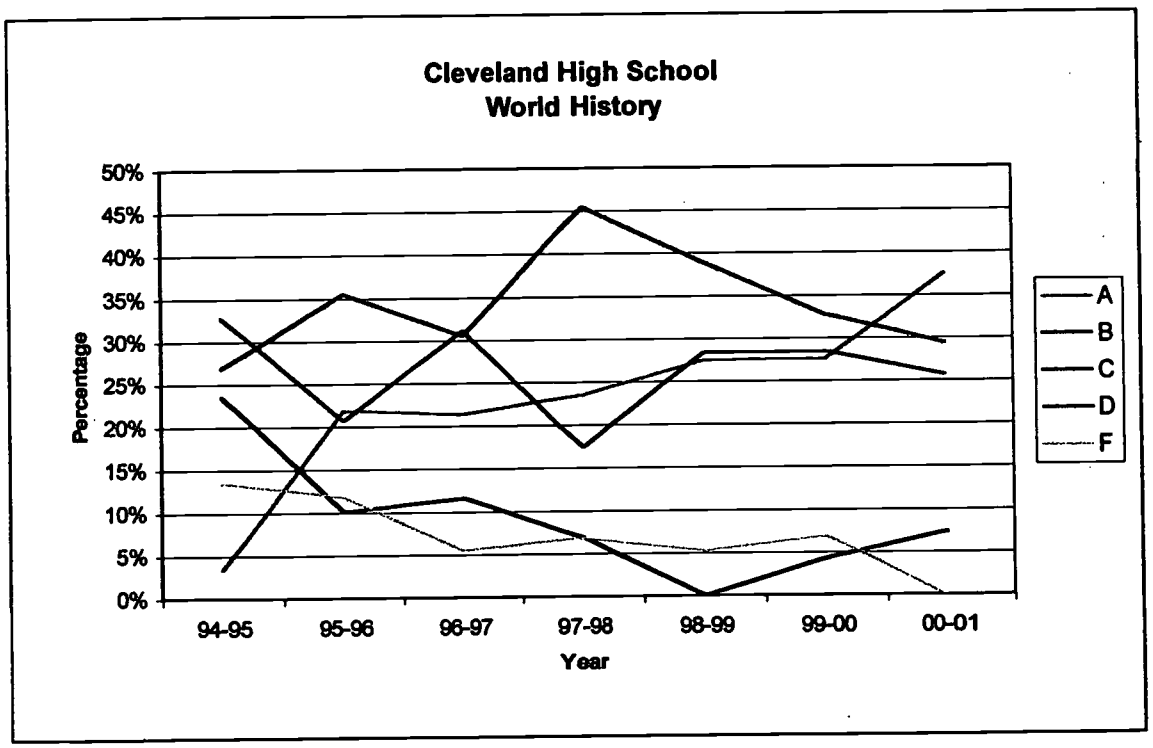
Cleveland High School
English III

Year	A	B	C	D	F
94-95	2.15%	19.35%	37.63%	25.81%	15.05%
95-96	3.13%	27.08%	33.33%	26.04%	10.42%
96-97	1.87%	35.51%	32.71%	21.50%	8.41%
97-98	4.03%	27.42%	27.42%	25.81%	15.32%
98-99	7.53%	33.33%	30.11%	19.35%	9.68%
99-00	5.77%	25.96%	30.77%	22.12%	15.38%
00-01	5.71%	40.95%	36.19%	12.38%	4.76%



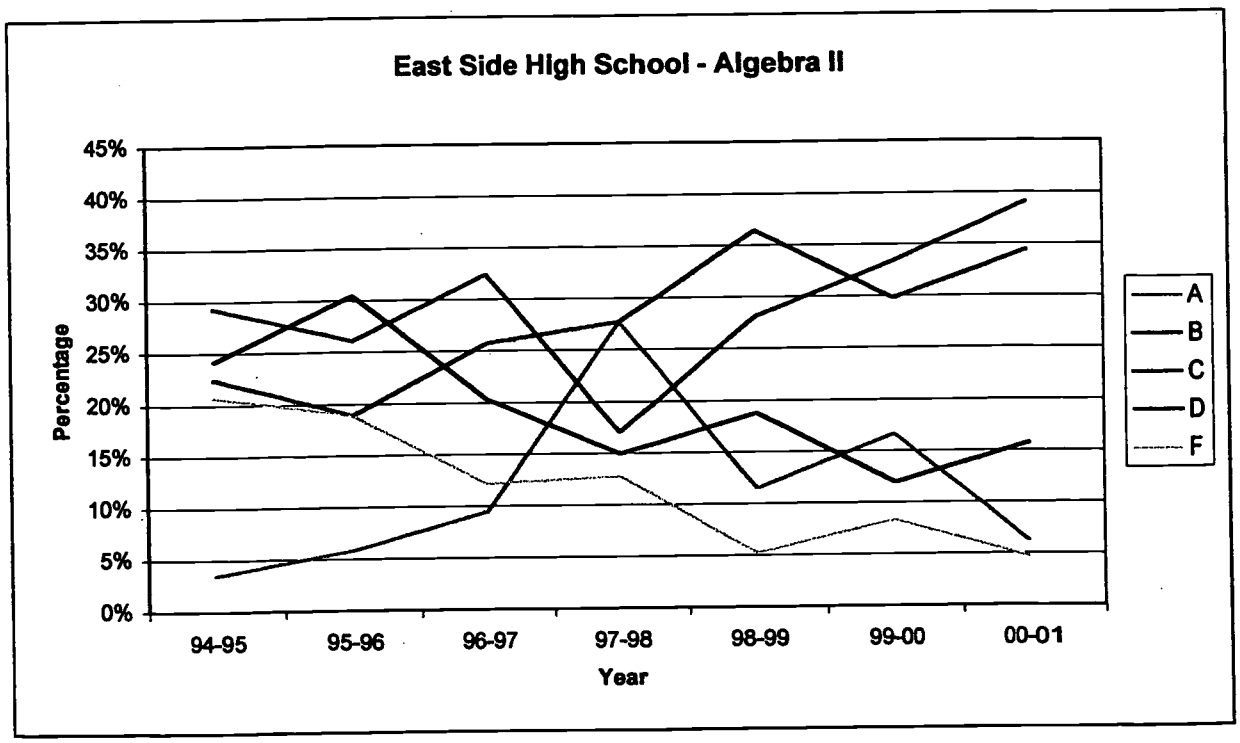
Cleveland High School
World History

Year	A	B	C	D	F
94-95	3.36%	26.89%	32.77%	23.53%	13.45%
95-96	21.89%	35.50%	20.71%	10.06%	11.83%
96-97	21.34%	30.49%	31.10%	11.59%	5.49%
97-98	23.48%	45.45%	17.42%	6.82%	6.82%
98-99	27.43%	38.94%	28.32%	0.00%	5.31%
99-00	27.59%	32.76%	28.45%	4.31%	6.90%
00-01	37.61%	29.36%	25.69%	7.34%	0.00%



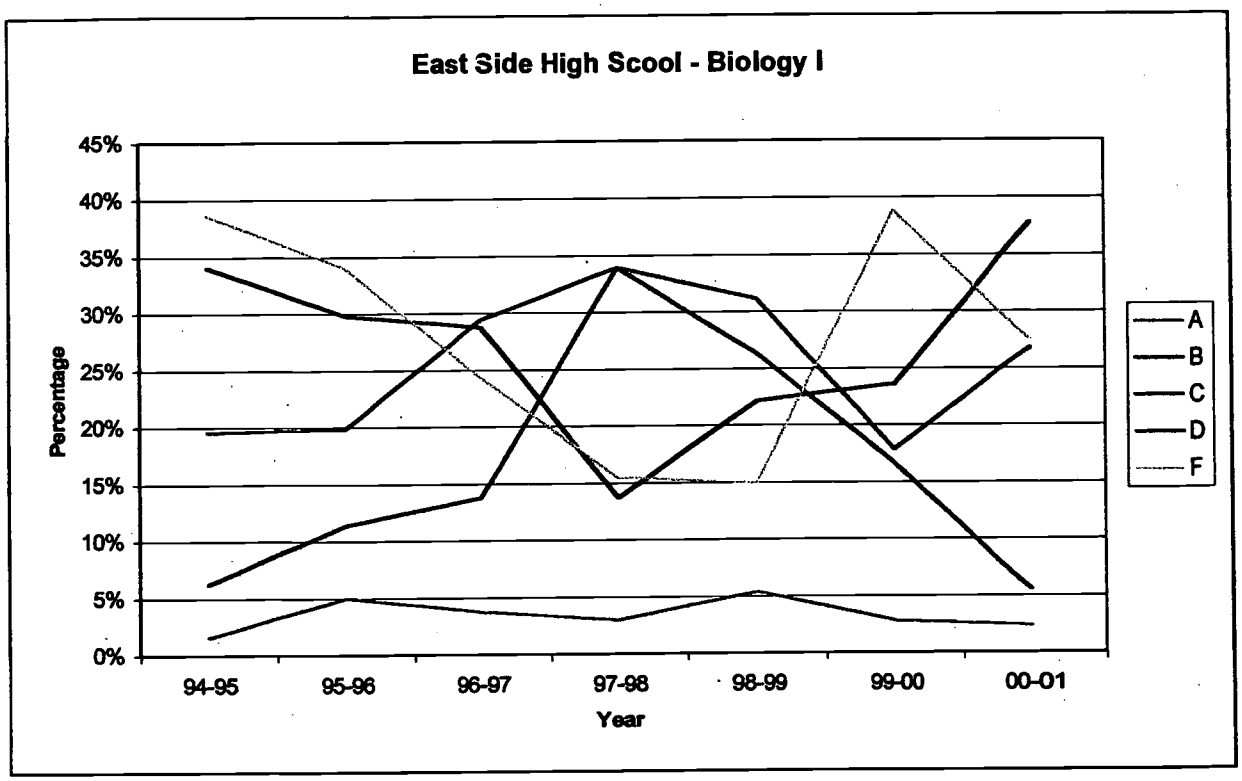
East Side High School
Algebra II

Year	A	B	C	D	F
94-95	3.45%	22.41%	29.31%	24.14%	20.69%
95-96	5.80%	18.84%	26.09%	30.43%	18.84%
96-97	9.46%	25.68%	32.43%	20.27%	12.16%
97-98	27.66%	27.66%	17.02%	14.89%	12.77%
98-99	11.46%	36.46%	28.13%	18.75%	5.21%
99-00	16.67%	29.76%	33.33%	11.90%	8.33%
00-01	6.25%	34.38%	39.06%	15.63%	4.69%



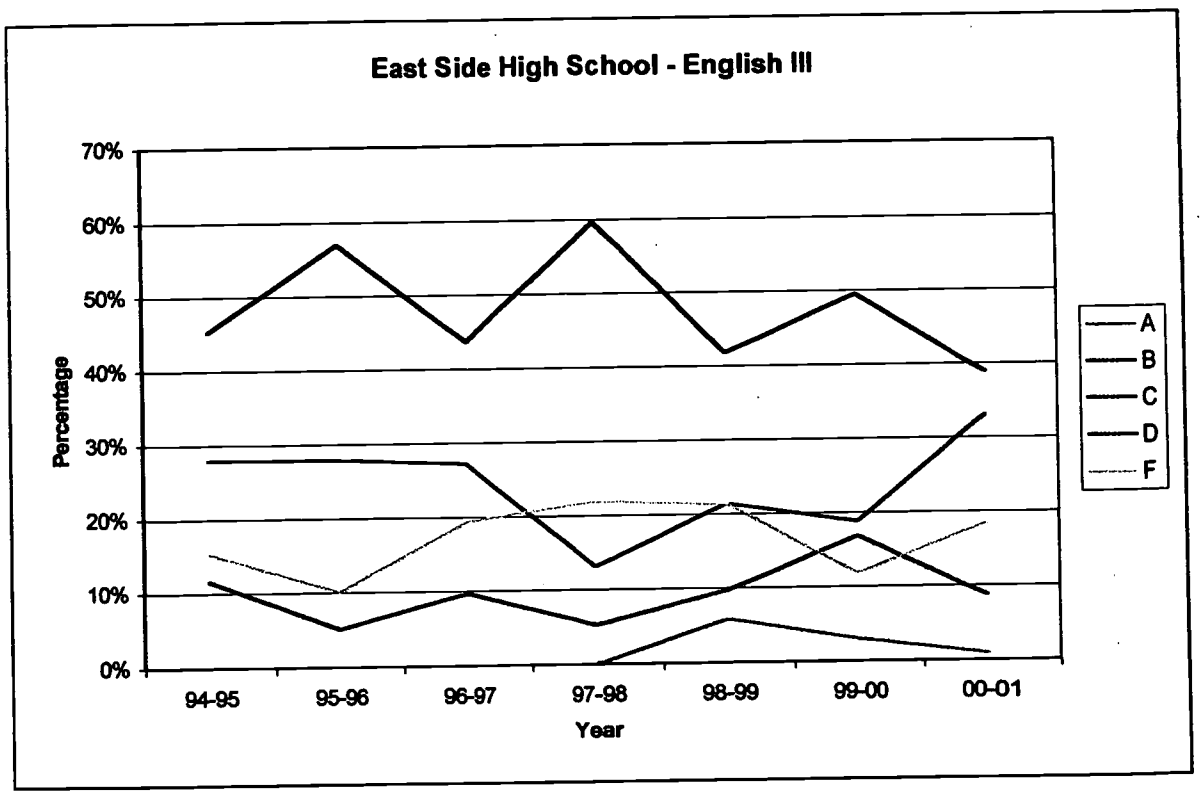
East Side High School
Biology I

Year	A	B	C	D	F
94-95	1.55%	6.19%	19.59%	34.02%	38.66%
95-96	4.96%	11.35%	19.86%	29.79%	34.06%
96-97	3.75%	13.75%	29.38%	28.75%	24.38%
97-98	2.98%	33.93%	33.93%	13.69%	15.46%
98-99	5.39%	26.35%	31.14%	22.16%	14.97%
99-00	2.78%	16.67%	17.81%	23.61%	38.89%
00-01	2.36%	5.51%	26.77%	37.80%	27.56%



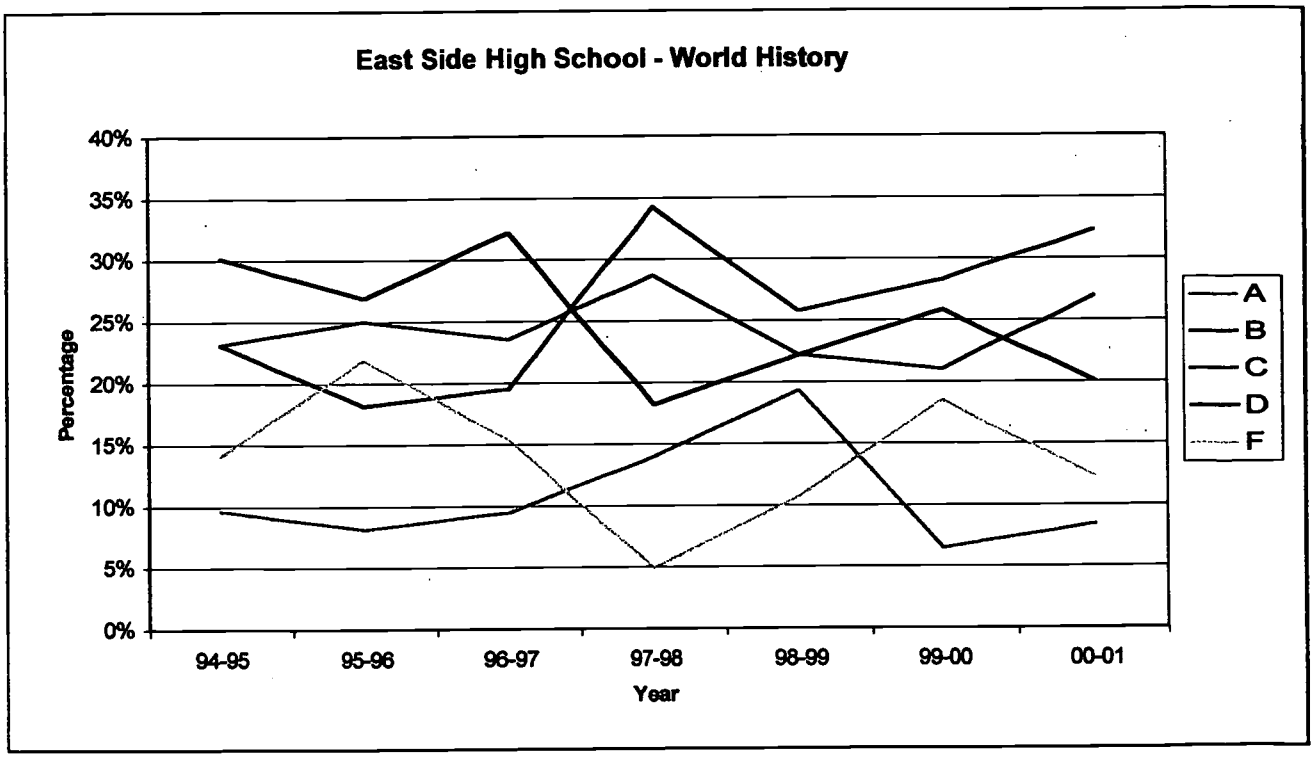
East Side High School
English III

Year	A	B	C	D	F
94-95	0.00%	11.54%	27.88%	45.19%	15.38%
95-96	0.00%	5.06%	27.85%	56.96%	10.13%
96-97	0.00%	9.71%	27.18%	43.69%	19.42%
97-98	0.00%	5.26%	13.16%	59.65%	21.93%
98-99	5.83%	9.71%	21.36%	41.75%	21.36%
99-00	2.97%	16.83%	18.81%	49.50%	11.88%
00-01	0.97%	8.74%	33.01%	38.83%	18.45%



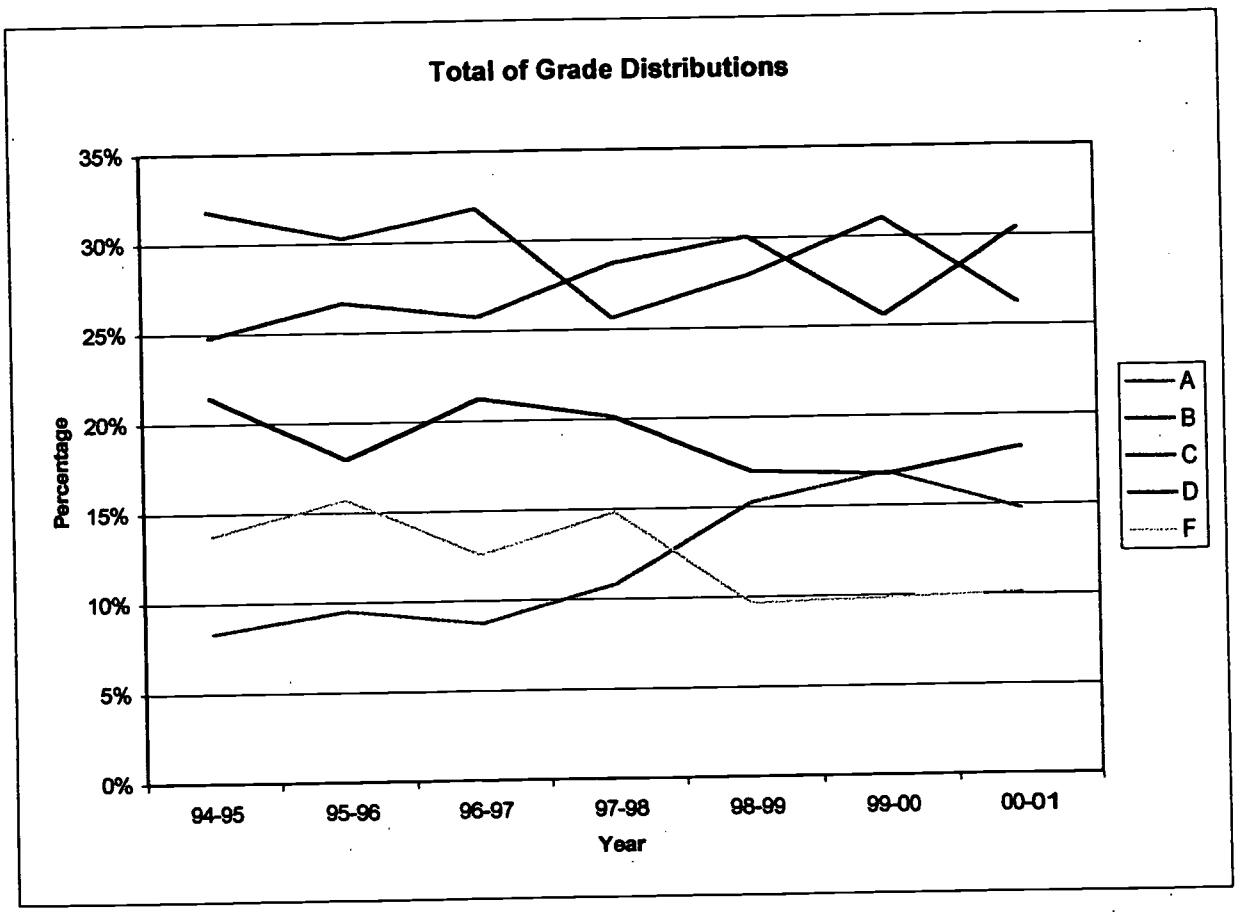
East Side High School
World History

Year	A	B	C	D	F
94-95	9.62%	23.08%	23.08%	30.13%	14.10%
95-96	8.13%	18.13%	25.00%	26.88%	21.88%
96-97	9.46%	19.46%	23.49%	32.21%	15.44%
97-98	13.99%	34.27%	28.67%	18.18%	4.90%
98-99	19.29%	25.71%	22.14%	22.14%	10.71%
99-00	6.45%	28.23%	20.97%	25.81%	18.55%
00-01	8.46%	32.31%	26.92%	20.00%	12.31%



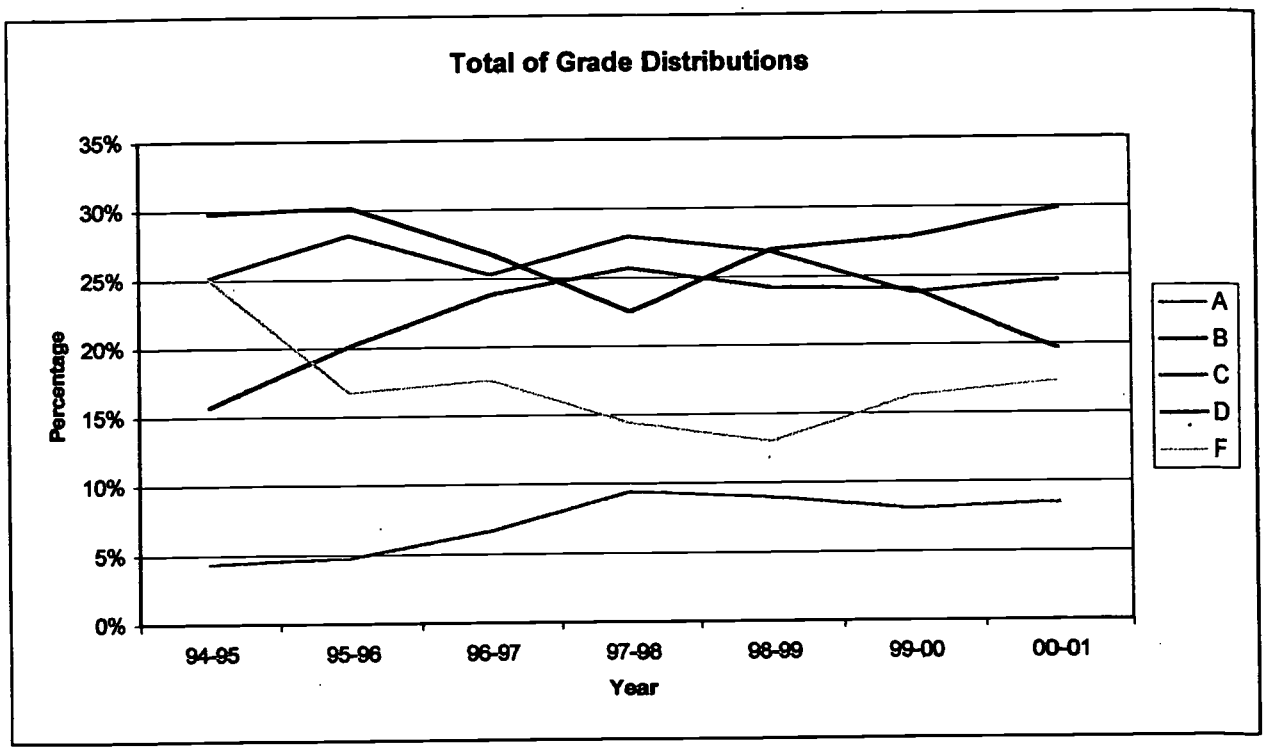
Cleveland High School
Total Grade Distributions

Year	A	B	C	D	F
94-95	8.30%	24.76%	31.81%	21.42%	13.72%
95-96	9.51%	26.63%	30.24%	17.93%	15.70%
96-97	8.71%	25.74%	31.80%	21.20%	12.56%
97-98	10.80%	28.66%	25.62%	20.10%	14.83%
98-99	15.24%	30.03%	27.87%	16.98%	9.63%
99-00	16.85%	25.58%	31.00%	16.72%	9.85%
00-01	14.76%	30.40%	26.22%	18.19%	10.15%



East Side High School
Total Grade Distributions

Year	A	B	C	D	F
94-95	4.33%	15.72%	25.12%	29.78%	25.05%
95-96	4.77%	20.12%	28.19%	30.18%	16.74%
96-97	6.64%	23.76%	25.26%	26.76%	17.58%
97-98	9.41%	25.67%	27.98%	22.49%	14.45%
98-99	8.97%	24.20%	26.84%	26.97%	13.02%
99-00	8.10%	24.04%	23.76%	27.82%	16.28%
00-01	8.48%	19.68%	24.64%	29.89%	17.31%



East Side High School 1994 - 1995

	English I	English II	English III	English IV	Algebra I	Geometry	Algebra II	Trigonometry	Biology I	Biology II	Chemistry	Physics I	MS Studies	World History	U.S. History	Am. Govt.
A				1	7	2	2	11	3	1	4			15	10	9
B	7	10	12	17	27	23	13	15	12	13	12	1		36		38
C	31	32	29	27	37	34	17	5	38	19	28	6		36		38
D	57	37	47	27	32	31	14	1	66	56	15	5		47		12
F	67	32	16	10	21	34	12		75	34	6	1		22		46

East Side High School 1995 - 1996

	English I	English II	English III	English IV	Algebra I	Geometry	Algebra II	Trigonometry	Biology I	Biology II	Chemistry	Physics I	MS Studies	World History	U.S. History	Am. Govt.
A	4				5	6	4	4	7	1	7		5	13		16
B	45	24	4	10	17	21	13	16	16	17	23	3	19	29		47
C	54	47	22	40	20	28	18	2	28	23	27	4	40	40		33
D	38	42	45	39	20	36	21		42	54	18		50	43		8
F	20	11	8	5	11	35	13	1	48	34	5		27	35		

East Side High School 1996 - 1997

	English I	English II	English III	English IV	Algebra I	Geometry	Algebra II	Trigonometry	Biology I	Biology II	Chemistry	Physics I	MS Studies	World History	U.S. History	Am. Govt.
A	13			3	10	1	7	18	6	5	2		5	14		18
B	23	6	10	70	32	10	19	10	22	10	9	5	56	29		54
C	26	32	28	9	39	23	24		47	14	27	2	58	35		24
D	35	54	45	1	33	22	15		46	46	29	1	27	48		9
F	31	28	20		20	31	9		39	28	16	1	23	23		1

East Side High School 1997 - 1998

	English I	English II	English III	English IV	Algebra I	Geometry	Algebra II	Trigonometry	Biology I	Biology II	Chemistry	Physics I	MS Studies	World History	U.S. History	Am. Govt.
A	10	6		4	17	6	13	42	5	3	9	2	2	20		12
B	38	34	6	45	30	24	13	9	57	20	15	2	31	49		39
C	43	46	15	41	33	35	8	2	57	31	13	4	41	41		39
D	27	20	68	25	38	37	7		23	6	16		59	26		9
F	23	22	25	2	22	48	6		26	26	4		21	7		

Cleveland High School 1998 - 1999

	English I	English II	English III	English IV	Algebra I	Geometry	Algebra II	Trigonometr	Biology I	Biology II	Chemistry	Physics I	MS Studies	World Histor	U.S. Histon	Am. Govt.
A	10	3	7	14	2	10	7	39	21	11		8	18	31		47
B	26	29	31	39	22	39	27	19	29	36	11	14	44	44		43
C	36	36	28	38	33	40	24	2	37	41	18	6	26	32		20
D	26	24	18	16	24	36	24		14	19	12	3	28			10
F	18	14	9	2	9	22	7		16	13	9		17	6		2

Cleveland High School 1999 - 2000

	English I	English II	English III	English IV	Algebra I	Geometry	Algebra II	Trigonometr	Biology I	Biology II	Chemistry	Physics I	MS Studies	World Histor	U.S. Histon	Am. Govt.
A	11	6	6	12	5	8	5	22	31	21	4	4	25	32	22	41
B	25	23	27	29	15	24	22	9	39	23	7	12	33	38	24	37
C	47	47	32	28	35	41	30	1	29	39	14	5	42	33	36	10
D	14	20	23	8	23	26	18		24	23	11		32	5	24	2
F	18	8	16		19	12	10		20	6	4		23	8	5	

Cleveland High School 2000 - 2001

	English I	English II	English III	English IV	Algebra I	Geometry	Algebra II	Trigonometr	Biology I	Biology II	Chemistry	Physics I	MS Studies	World Histor	U.S. Histon	Am. Govt.
A	5	10	6	7	1	6	5	23	9	30	3	5	16	41		35
B	30	40	43	37	11	21	15	16	26	47	17	7	30	32		48
C	33	22	38	32	21	29	24	2	32	31	14	1	37	28		15
D	24	25	13	15	30	25	18	1	24	8	15		34	8		9
F	15	15	5	6	12	9	26		18		9		23			1

Cleveland High School 1994 - 1995

	English I	English II	English III	English IV	Algebra I	Geometry	Algebra II	Trigonometry	Biology I	Biology II	Chemistry	Physics I	MS Studies	World History	U.S. History	Am. Govt.
A	10	1	2	1	4	10	14	26	13	7	7	10		4		18
B	47	29	18	24	34	19	23	22	32	29	22	17		32		31
C	52	45	35	45	33	35	31	8	55	40	22	9		39		38
D	28	27	24	16	31	28	5	4	43	21	35	6		28		32
F	28	8	14	3	35	14	2		37	25	22	4		16		2

Cleveland High School 1995 - 1996

	English I	English II	English III	English IV	Algebra I	Geometry	Algebra II	Trigonometry	Biology I	Biology II	Chemistry	Physics I	MS Studies	World History	U.S. History	Am. Govt.
A	6	1	3	3	4	6	10	24	15	6	1	12	27	37		11
B	39	47	26	25	22	21	16	19	41	32	20	16	57	60		24
C	64	31	32	39	31	46	19	4	56	39	28		67	35		37
D	24	37	25	15	23	22	13		43	26	21	3	27	17		17
F	36	16	10	1	45	20	11		40	19	4		31	20	12	9

Cleveland High School 1996 - 1997

	English I	English II	English III	English IV	Algebra I	Geometry	Algebra II	Trigonometry	Biology I	Biology II	Chemistry	Physics I	MS Studies	World History	U.S. History	Am. Govt.
A	5	12	2	8	2	6	6		20	8	3	4	24	35		3
B	31	37	38	32	16	19	15		42	45		8	43	50		32
C	40	42	35	33	37	29	28		50	50	23	8	37	51		41
D	23	31	23	15	36	17	17		30	22	44	3	32	19		24
F	28	12	9	1	36	16	18		19	3	20		22	9		6

Cleveland High School 1997 - 1998

	English I	English II	English III	English IV	Algebra I	Geometry	Algebra II	Trigonometry	Biology I	Biology II	Chemistry	Physics I	MS Studies	World History	U.S. History	Am. Govt.
A	1	5	5	3	2	4	4	48	23	7	3	4	17	31		17
B	27	27	34	38	26	23	14	7	54	26	20	13	51	60		42
C	40	42	34	38	33	30	15		41	32	20	4	36	23		25
D	35	24	32	15	37	26	17		20	33	27	2	32	9		15
F	24	14	19	8	29	24	16		18	15	37		25	9		1

East Side High School 1998 - 1999

	English I	English II	English III	English IV	Algebra I	Geometry	Algebra II	Trigonometry	Biology I	Biology II	Chemistry	Physics I	MS Studies	World History	U.S. History	Am. Govt.
A	1	1	6	10	14	11	11	15	9	1	8		23	27		9
B	24	33	10	13	29	33	35	18	44	31	18		55	36		15
C	58	39	22	24	32	28	27	4	52	24	26		36	31		34
D	33	31	43	35	27	44	18		37	39	34		28	31		39
F	12	23	22	2	22	35	5	1	25	36	7		6	15		1

East Side High School 1999 - 2000

	English I	English II	English III	English IV	Algebra I	Geometry	Algebra II	Trigonometry	Biology I	Biology II	Chemistry	Physics I	MS Studies	World History	U.S. History	Am. Govt.
A	3		3	4	10	11	14	21	2	6	1		20	8		15
B	25	17	17	12	21	26	25	21	12	18	18	1	53	35		49
C	35	35	19	26	24	39	28	6	13	26	25	1	30	26		13
D	37	38	50	37	29	39	10		17	52	20		28	32		16
F	22	41	12	1	22	31	7		28	38	6		5	23		1

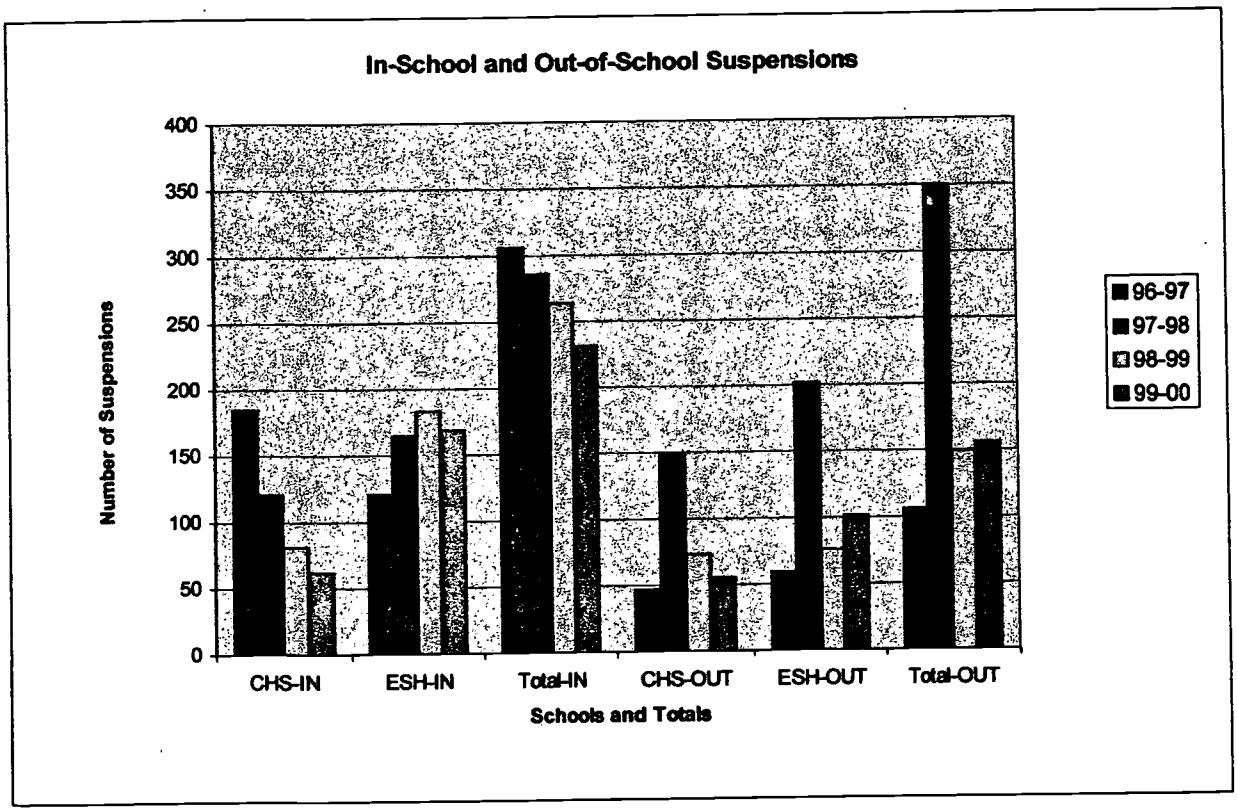
East Side High School 2000 - 2001

	English I	English II	English III	English IV	Algebra I	Geometry	Algebra II	Trigonometry	Biology I	Biology II	Chemistry	Physics I	MS Studies	World History	U.S. History	Am. Govt.
A	6	1	1	14	10	5	4	16	3	3	6		18	11		20
B	17	24	9	15	26	22	22	15	7	17	22	2	16	42		18
C	29	32	34	18	17	29	25	7	34	17	17	1	29	35		19
D	30	45	40	48	15	40	10	5	48	34	7		17	26		51
F	45	25	19	1	13	27	3	1	35	14	2		37	16		3

APPENDIX C

Suspensions

In-School and Out-of-School Suspensions	Year	CHS-IN	ESH-IN	Total-IN	CHS-OUT	ESH-OUT	Total-OUT
	96-97	185	121	306	47	59	106
	97-98	121	165	286	148	202	350
	98-99	81	183	264	73	76	149
	99-00	62	169	231	55	101	156

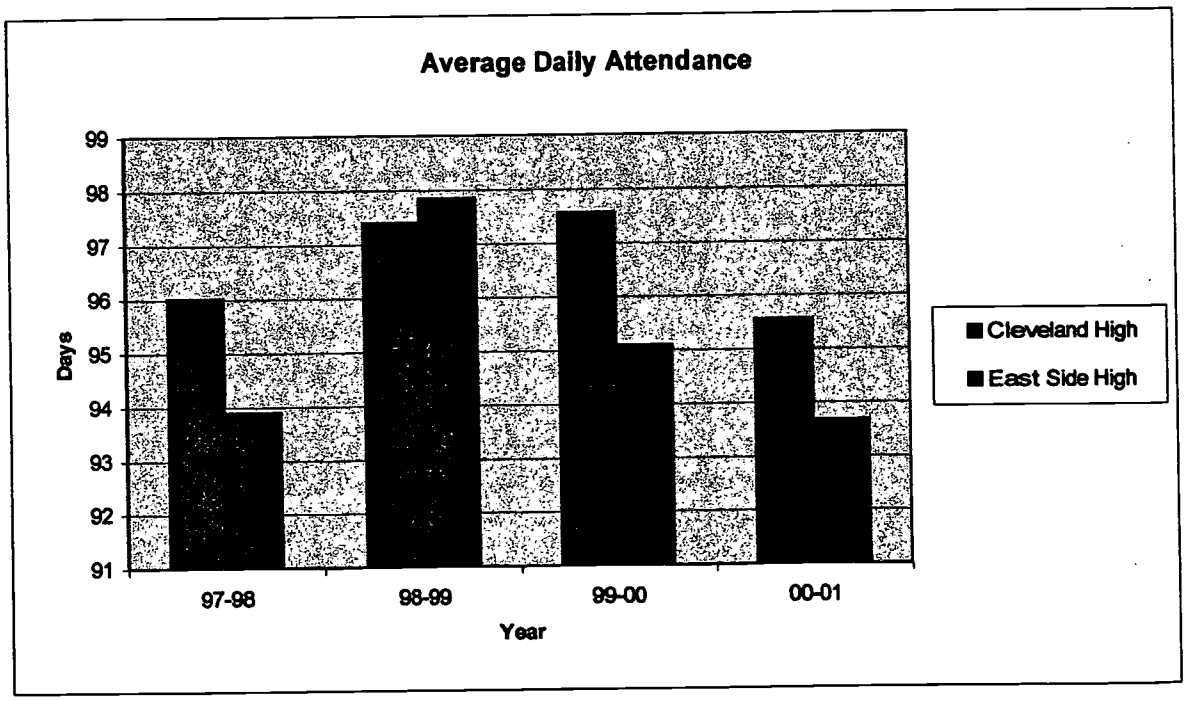


APPENDIX D

ADA

Average Daily Attendance

Year	Cleveland High	East Side High
96-97		
97-98	96.01	93.89
98-99	97.4	97.84
99-00	97.56	95.1
00-01	95.56	93.67

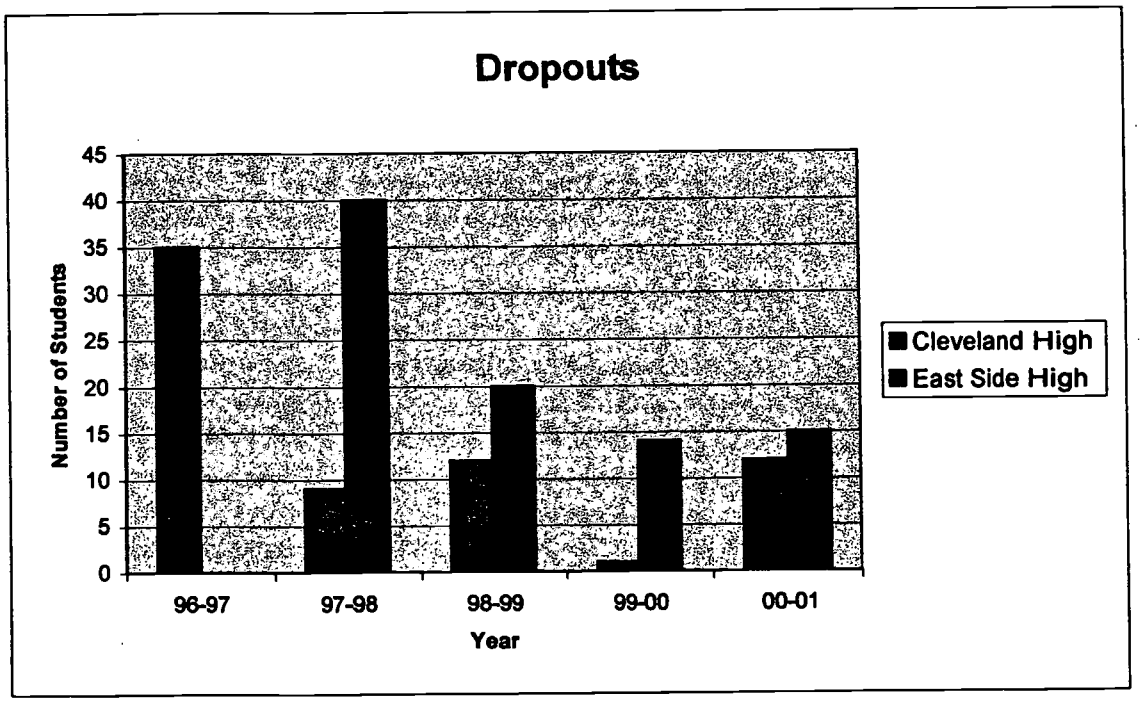


APPENDIX E

Dropouts

Dropouts

Year	Cleveland High	East Side High
96-97	35	N/A
97-98	9	40
98-99	12	20
99-00	1	14
00-01	12	15



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